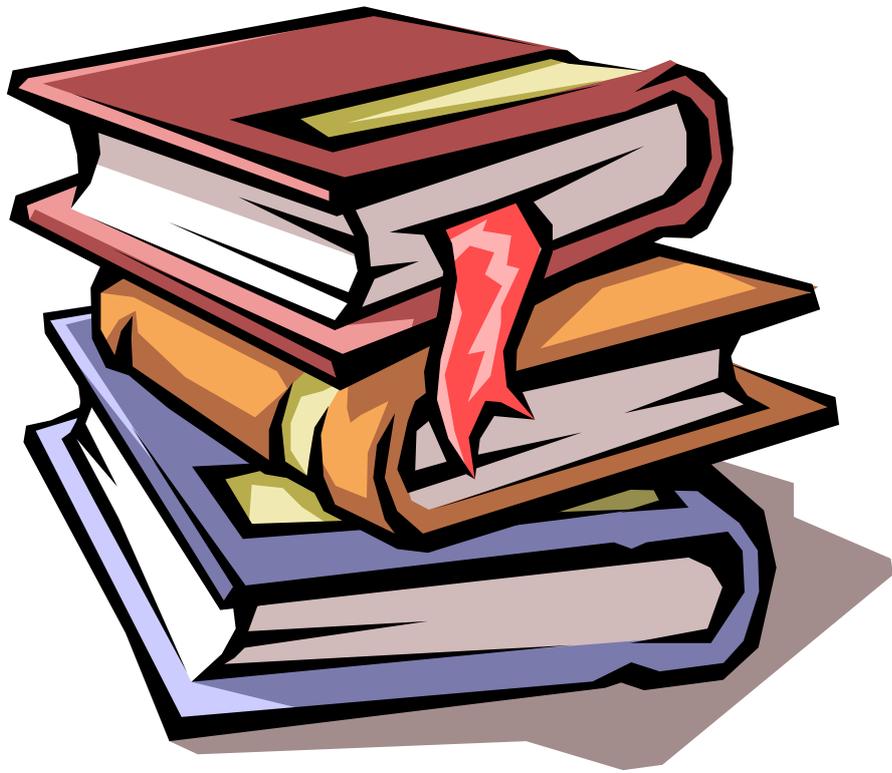




Eastling Primary School  
Literacy Targets



A booklet for parents and  
children  
Summer Term



## Help with writing:

Tick these skills off when you see them:

- Can form some lower case letters at a consistent size
- Knows the letter sounds beyond their name
- Can 'sound out' simple consonant-vowel-consonant (CVC) words such as dog, cat, bat etc
- I can colour a picture basically within the lines, alternating colours
- I know the order of letters in the alphabet
- I know where to start my writing
- I can hold my writing pencil properly
- I can use my alphabet strip to find a letter I need

[Children should know that sentences start with a capital letter and end with a full stop.]

## Spelling:

These are part of the core words list for this term- can you spell them all (and then use them in 'free' writing)?

**Useful Links** 

I	go	come	went	up	you	day	was
look	are	the	of	we	this	dog	me
like	going	big	she	and	they	my	see
on	away	mum	it	at	play	no	yes
for	a	dad	can	he	am	all	
is	cat	get	said	to	in		

sho



We've put the words in small groups to be more manageable on a weekly basis

Three new words I've learnt from my reading books are:

--	--	--

## What literacy work is going on?

Literacy Leaflet Cubs

Stories by the same author	Children will be sharing stories by Eric Carle to begin to learn about similarities and differences in these texts (for example, the use of days of the week, life cycles) and the use of repeated phrases. They will also be focussing on the pictures and what they can tell us about character, sequence and setting.
Non-fiction, Information texts	Children will be looking at 'information' books about growing and minibeasts. They will continue to look at the terms 'index' and 'contents', using pictures and captions/labels to find information.
Poetry	We will be reading and making up poems about minibeasts, learning words to describe how they look, feel, move and sound.

Writing will include making up our own versions of familiar stories, writing facts and making up simple descriptive poems. We will be writing signs, captions and labels in role play areas and diaries connected with growing and the adventures of our class bear.

Children should by now be able to hear and say sounds in words and to write the sounds they hear independently. Most children will be making up short captions and sentences and aiming to be able to write these independently or with 'scaffolding' (lines upon which the words are to be written) provided. They will also be reading by sight and writing (without copying), the 45 key and tricky Yr R words or working on the next most commonly used words.

Children are learning to write neatly on the line and to form letters correctly and with consistent size – we are practising these through handwriting patterns and practise. Children will read on a one to one basis

## Some games to play that will help!

### First sound Bingo

This is an easy game to make at home and there are many commercial versions. . Pull out objects (Or pictures of objects!) from a bag—if you have their initial sound on your bingo board, cover it up. Try this with about four initial sounds out of ten. When 'calling' out the initial sound, make sure you make the sound rather than the letter name.

### First sound domino match

Again, another easy one to make at home where dominos are placed with the sound next to the initial sound



## Helping with reading

Please read with your child every day—even if they are “good” readers.

Tick these skills off as you hear them

- I know the first 20 high frequency words
- I enjoy listening to stories
- I can use pictures to help me read
- I can point to each word as I read
- I can sit quietly and look at a book
- I can say words that rhyme.
- I can retell a story and a rhyme



Tick these skills off when you hear them:

- Return to favourite books, songs, rhymes to be re-read and enjoyed
- Understand the structure of a simple story and use when re-enacting and retelling
- Identify the patterns and structures of rhyme and patterned text when retelling and reciting
- Understand, and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line
- Use knowledge of simple sentence structures and repeated patterns to make predictions and check reading
- To recognise the short vowel sounds (a-z, ch, sh, th)

# LIBRARY

Here are some suggested authors you might want to try:

(Remember to use the school library and Faversham Library on a regular basis)

[Useful Links](#)

